

KENTUCKY STATE PLAN FOR ADULT EDUCATION AND FAMILY LITERACY

**Part of Kentucky's Unified Plan
Under the Workforce Investment Act of 1998**

**Submitted by:
Kentucky Adult Education
Council on Postsecondary Education**

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KENTUCKY STATE PLAN
Adult Education and Family Literacy
2004-2005

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CHAPTER 1
ELIGIBLE AGENCY CERTIFICATIONS AND ASSURANCES

**1.0 Eligible Agency Certification and Assurances [Section 221(1);
Section 224(b)(5)(6)(8)]**

1.1 Certifications

UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education

The Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

Kentucky Adult Education-Council on Postsecondary Education (State Agency) of the Commonwealth of Kentucky hereby submits its revised State plan extension to be effective until June 30, 2005. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS**
(34 CFR Part 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

1.2 Assurances

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In General.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
 - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
 - (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount

made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Kentucky Adult Education
Council on Postsecondary Education
1024 Capital Center Drive
Frankfort KY 40601

By: _____
(Signature of Agency Head)

Vice President for Kentucky Adult Education,
Council on Postsecondary Education
(Title)

(Date)

CHAPTER 2 NEEDS ASSESSMENT

2.0 Needs Assessment [Section 224(b)(1)]

2.1 Individuals Most in Need

In 1999 the Task Force on Adult Education reported: “Adult illiteracy is a fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well-being of Kentucky’s families and communities.”

Two of Kentucky’s most serious challenges are the low educational achievement and persistent poverty of our citizens as illustrated by the following:

- According to the 2000 Census, 25.9 percent of Kentuckians over the age of 25 do not have a high school diploma or GED.
- Historically, Kentucky’s poverty rate has been substantially above the national average, and the poverty rate in 97 of the Commonwealth’s 120 counties remains higher than the U.S. average.
- According to the Bureau of Economic Analysis, Kentucky’s per capita income of \$25,579 in 2002 ranked 39th in the nation.
- According to the 2002 *Kids Count Databook*, 23 percent of all Kentucky children and 25 percent of children under age five live in poverty.
- The 1997 *Kentucky Adult Literacy Survey* found that 14 percent (340,000) of working age Kentuckians function at Literacy Level 1 and 26 percent (656,000) at Level 2. In other words, 40 percent of the state’s working age population (almost 1 million) is functioning at the lowest levels of literacy. Appendix A indicates the percentage of adults functioning at Levels 1-2 by county.
- While unemployment in Kentucky remains low in many areas, 75 of 120 counties had annual rates higher than the state average in 2003. Moreover, Kentucky’s unemployment rate has steadily increased to 6.2 percent in 2003, which was the highest annual unemployment rate in 10 years.

2.2 Populations

Low Income and Educationally Disadvantaged Adults

Kentucky has made remarkable progress in increasing adult education enrollment, which grew from 51,177 in 2000 to 109,880 in 2003. At the same time, only 11 percent of adults at the lowest literacy levels took advantage of adult education services in 2003. Those who are educationally disadvantaged are more likely to be economically disadvantaged. Of Kentucky adults who function at Literacy Level 1, 65 percent earn incomes in the poverty or near-poverty range. Of those functioning at Level 2, 39 percent are poor or nearly poor, in contrast to only 4 percent at Level 5, the highest literacy level. According to the U.S. Census Bureau, Kentucky’s most recent poverty rate was 16 percent compared to 12 percent nationally. Only six states reported higher

poverty rates. Furthermore, 2002 data indicate that Kentucky's average weekly wage was \$594; the national average was \$707.

It is clear that these disadvantages carry over into the workplace. A 1997 Kentucky Cabinet for Economic Development survey of employers revealed that job applicants often lack such basic skills as writing ability, verbal skills, mathematics and reading comprehension. Respondents also said applicants' computer literacy is unsatisfactory. Employers reported that potential employees too often lack soft skills, such as conflict resolution, punctuality, attendance and the ability to work in teams.

Literacy also affects welfare dependency. Of Kentucky adults functioning at Literacy Level 1, 46 percent receive public assistance, while only 1 percent at Level 5 receives some type of assistance. It is obvious that literacy proficiencies have a clear and substantial impact on financial well-being. Those with low literacy skills have fewer opportunities to improve their economic status because they have fewer opportunities in the job market.

Individuals with Disabilities

According to the 2000 Census, 557,971 disabled individuals between ages 21 to 64 reside in Kentucky. The National Institute for Literacy estimates that as many as 50-80 percent of adult learners face one or more learning disabilities.

Literacy and basic skills are a critical part of a continuum of education, job training, career counseling and development services provided by the Kentucky Department of Vocational Rehabilitation and Department for the Blind to enhance the ability of individuals with disabilities to achieve and retain employment. Adult education county providers are full partners with the two rehabilitation agencies in assisting Kentuckians with disabilities to prepare themselves for the workforce. In addition, specialized adult education programs are offered at the Carl D. Perkins Comprehensive Rehabilitation Center (one of only nine state comprehensive rehabilitation facilities in the nation) and the Charles W. McDowell Rehabilitation Center for people with visual impairments.

Single Parents and Displaced Homemakers

Increasing numbers of children in Kentucky live in households headed by single parents. The percentage of single-parent households in the Commonwealth has more than doubled since the 1960s. Among households with children, almost 22 percent were headed by single parents, most of whom were female.

Forty percent of female single parents in Kentucky live in poverty. Moreover, these parents are more likely to have less than a high school diploma.

Individuals with Limited English Proficiency

Kentucky continues to trail most of the nation in the percentage of residents born outside the United States. Hispanics compose only 1.5 percent of Kentucky's adult population compared to 12.5 percent of adults nationwide. However, in the decade from 1990-2000,

the Hispanic population in Kentucky nearly tripled, and Kentucky's Asian population increased by 67 percent. While growth in the migrant population has occurred largely in urban centers, several rural counties have increased their reliance on migrant farm workers. Consequently, the demand for English-as-a-Second Language (ESL) services has expanded.

Criminal Offenders in Correctional Institutions

While Kentucky's crime rate remains low relative to the nation as a whole, its prison population has increased steadily in recent years. From 1970 to 2001, the prison population increased 452 percent. By 2009, the number of incarcerated adults is projected to increase more than 600 percent from the 1970 prison population. The incarcerated population in Kentucky scores significantly below the national average on measures of literacy proficiency. The average grade level of prisoners entering adult basic education instruction is 6.8, and 45 percent of inmates in Kentucky lack a high school diploma.

2.3 Market Analysis

Kentucky's Occupational Outlook to 2010

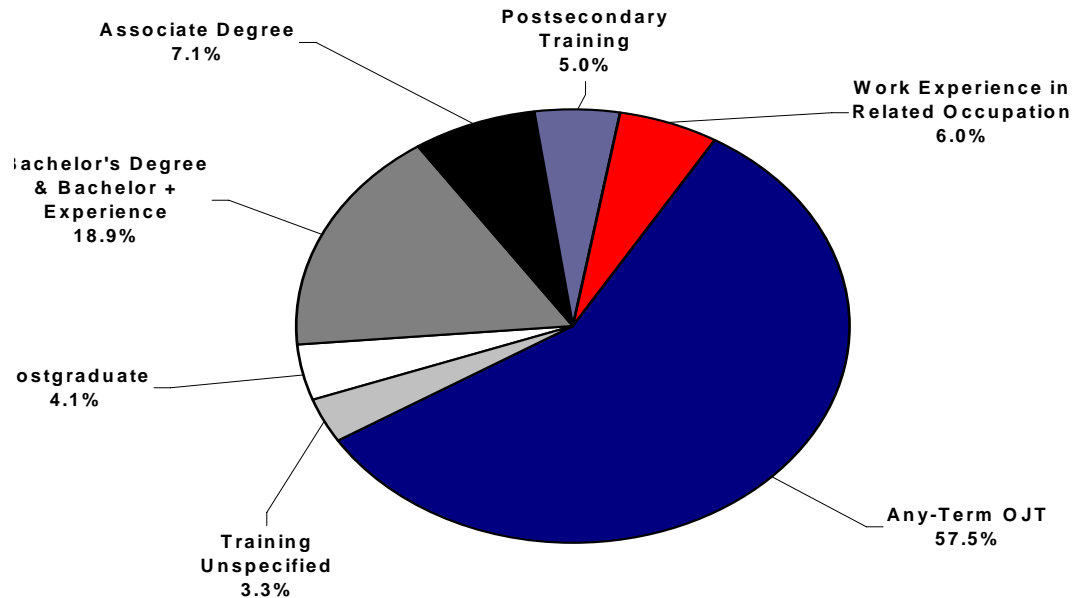
Kentucky's economy is expected to grow at a rate of approximately 16 percent through 2010 and create more than 315,000 new jobs. An additional 448,000 job vacancies will likely occur as workers retire, transfer or are promoted.

About 36 percent of the new jobs created through 2010 will be in three major occupational categories: office and administrative support occupations (14.8 percent), production occupations (11.1 percent) and sales and related occupations (10.1 percent). By a large margin, the highest growth will occur in computer and mathematical occupations at a projected 68.3 percent; however, these occupations will account for only about two percent of the Kentucky workforce with approximately 43,000 employed.

To sustain current and expected economic growth, trained workers must be available to construct the needed infrastructure for industry and residential housing. According to the University of Kentucky's Center for Business and Economic Research, 88,677 Kentuckians were employed in the construction industry during the fourth quarter of 2002. Job growth in this sector is forecast at 2.2 percent in 2003, 3.0 percent in 2004 and 2.1 percent in 2005.

In short, employment will grow in occupations requiring all levels of education and training. Jobs requiring on-the-job training will make up around 57.5 percent of this new growth. One can assume, statistically speaking, that the workforce in Kentucky will continually require more education and training in the future to meet economic growth and employers' needs.

Percent of Total Kentucky Job Growth by Education or Training, 2000-2010



Source: Cabinet for Workforce Development, Department for Employment Services, October 2003

According to the University of Kentucky's 2003 *Annual Economic Report*, the following sectors are expected to experience at least a two-percent decline over the next three years:

- coal mining;
- textile manufacturing;
- tobacco manufacturing;
- chemical manufacturing; and
- leather products.

According to the Kentucky Department for Employment Services, the 20 Kentucky occupations expected to lose the largest number of jobs between 2000 and 2010 are:

- Farmers and ranchers (-6,889 jobs)
- Agricultural managers (-6,874)
- Sewing machine operators (-3,152)
- Postal service workers (-1,360)
- Postal service mail carriers (-846)
- Order clerks (-686)
- Loan interviewers and clerks (-604)

- Tellers (-589)
- Insurance claims and policy processing clerks (-576)
- Electrical and electronic equipment assemblers (-432)
- Dishwashers (-418)
- Switchboard operators, including answering service (-405)
- Mining machine operators (-394)
- Couriers and messengers (-375)
- Electrical, electronics, and electromechanical assemblers (-375)
- Postal service mail sorters and processors (-344)
- Butchers and meat cutters (-340)
- Helpers- extraction workers (-328)
- Continuous mining machine operators (-318)
- Machine feeders and offbearers (-296)
- Roof bolters and mining (-285)

Implications for Adult Education

The Business and Technology Review predicts that 90 percent of the knowledge or technology that will exist in the year 2020 is not yet known or invented. To keep pace with the demand for increasingly sophisticated skills and an expanding job market, it is critical that Kentucky Adult Education continue its emphasis on upgrading the essential skills of the Commonwealth's workforce. Kentucky Adult Education is building on the enrollment and achievement momentum experienced in all of its program areas to help develop Kentucky's workforce. The progress of the past few years must continue so that Kentuckians are prepared for a continuously changing and intensifying workplace.

CHAPTER 3

DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES

3.0 Description of Adult Education And Literacy Activities [Section 224(b)(2)]

3.1 Description of Allowable Activities

Adult Basic Education and Literacy Services

Kentucky Adult Education assists adults in becoming literate and obtaining the knowledge and skills necessary for employment and self sufficiency, assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and assists adults in completing a secondary school education.

Adult education programs provide free, direct and comprehensive services to enrolled adult students. Every provider operates one or more sites in the county to meet the unique learning needs of its residents.

Core services consist of adult basic education, which provides all levels of academic skills instruction for students who meet the eligibility requirements for enrollment; GED preparation; English as a Second Language (ESL); and workforce education. Adult basic education assists adults in improving educational attainment levels and successfully entering employment and continuing education. The instruction may also include life skills, employability skills and computer literacy.

Kentucky Adult Education contracts with local boards of education, community and technical colleges, community-based organizations, education consortia, public and private non-profit organizations and correctional institutions to provide adult education and literacy services in all 120 counties in a variety of settings and locations.

Pursuant to Title II of the *Workforce Investment Act*, the *Adult Education and Family Literacy Act*, eligible students are those individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law; and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
 - are unable to speak, read or write the English language.

The key objectives for core services are as follows:

1. To increase students' participation and engagement in adult learning opportunities

Kentucky Adult Education supports efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in attractive and age-appropriate settings. In addition Kentucky Adult Education, along with the Council on Postsecondary Education, has actively raised public awareness of adult education with more aggressive marketing.

In 1999 and 2000, the University of Kentucky conducted market research to identify and interview potential customers who are not currently enrolled in adult education. The questions addressed attitudes, motivations, and constraints affecting individual educational choices. The resulting report, *Reasonable Choices: Understanding Why Under-Educated Individuals Choose Not to Participate in Adult Education*, concluded that:

- ❑ Adult education is perceived by the public as GED preparation with the accompanying stigma of being “school-like.”
- ❑ The GED is often not considered an appropriate goal by under-educated adults and, therefore, is not valued.
- ❑ Alternative forms of certification to the GED are desirable.
- ❑ There is no one marketing campaign that will reach this diverse population (marketing efforts need to be directed toward changing the way adult education is perceived).
- ❑ Providers must assume a client-centered philosophy of practice that respects prior experience, prioritizes relevant content and emphasizes a problem-solving approach to learning.

The findings of *Reasonable Choices* influenced the development of a statewide public communication campaign. (A follow-up survey is investigating urban working-age adults.)

Public Communications Campaign

Kentucky’s Go Higher campaign began in 2000, when the Kentucky General Assembly directed the Council on Postsecondary Education “to lead a statewide public information and marketing campaign to convey the critical nature of Kentucky’s adult literacy challenge and to reach adults and employers with practical information about available education and training opportunities.” The goal was to increase Kentucky’s participation and investment in education and encourage Kentuckians of all ages, but especially under-educated adults from 16 to 64, to advance their education level – whether it was learning to read or going to college.

In conjunction with the public communication campaign, ten communities in the Commonwealth received \$20,000 each for local needs assessment and community development in 2001-02. The “GO HIGHER” communities were encouraged to form P-16 councils and to increase participation in education programs at all levels. An additional five “GO HIGHER” communities were named in 2002-03.

The campaign has helped produce dramatic increases in Kentucky Adult Education enrollment, but much more needs to be done. Due to statewide budget shortfalls, funding

for the campaign was not allocated for 2003-2004. The Council on Postsecondary Education is seeking new public and private support to continue the campaign, including the promotion of a new Go Higher Web site and advising network that will provide Kentuckians of all ages with the necessary tools to plan, prepare and pay for college.

The Kentucky Virtual Adult Education Web Site

In October 2001, Kentucky launched the Kentucky Virtual Adult Education Web site, www.kyvae.org, the first of its kind in the nation. Its mission is to provide adult students and educators with any time access to curriculum, information, resources and services in an easy-to-use, motivational format. Adults can study for the GED, enhance their job skills or improve their English as long as they have access to a computer, the Internet and e-mail. The student section allows access to online curricula, aligned with ACT's WorkKeys and GED test preparation, and an occupational database. Adult students may do their work online and still be in a "high-touch" learning environment with the assignment of an instructor for assistance. The instructor knows what learners are working on, where they're having difficulty and how much progress has been made. Instructors who use these products attend special training to integrate these virtual services with their traditional methods of instruction.

In addition, call center staff are available to answer questions and assist users via phone or e-mail seven days a week. Around-the-clock technical support is offered to adult learners and instructors. All courses are free to those who are eligible for Kentucky Adult Education services.

In September 2003, the National Association of State Chief Information Officers recognized Kentucky's virtual adult education portal for its "Innovative Use of Technology." The award was one of eight given by the association to honor agencies for outstanding technology projects that improve government. The first student to earn a GED through Kentucky Virtual Adult Education was recently honored at a statewide adult education conference.

For more information, see "8.1 Strategies for Disadvantaged Learners."

2. To help participants achieve educational gains.

Providers use a variety of instructional methodologies, from individual to group activities, to meet the diverse needs of adult learners. Adult education programs offer a student-centered approach, in which instructors help participants set and achieve learning goals. Kentucky Adult Education facilitates student progress by establishing standards for instructors, sharing best practices and providing ongoing professional development and training for practitioners. Through the Kentucky Adult Education Web site, educators will be able to supplement instruction at the local learning center with Web-based applications and resources.

Local programs measure educational levels and progress using standardized assessment tools. Providers record gains using the Kentucky Adult Education Reporting Information Network (AERIN) online reporting system. Kentucky Adult Education and local

providers use the data to analyze program performance. For more information about AERIN and its role in data collection and performance management, see “4.0 Annual Evaluation of Adult Education and Literacy Activities” and “5.0 Performance Measures.”

3. To transition participants into postsecondary education and training

Kentucky Adult Education helps to ensure that adults have the skills needed to compete in the knowledge-based economy. This is in keeping with the Kentucky Unified Plan to increase the economic opportunity and raise the standard of living in Kentucky above the national average in 20 years. For this purpose, Governor Patton reorganized adult education services under the Council on Postsecondary Education in July 2003. For further information on adult education’s organizational changes, see “3.3 Description of New Organizational Arrangements.”

Kentucky Virtual University

The Kentucky Virtual University (KYVU) is Kentucky’s official virtual campus. KYVU and Kentucky Adult Education partner to develop virtual learning opportunities for adult educators and students. They can view posted assignments as well as college credit courses, professional development programs and free adult education curriculum from colleges, universities and other institutions through KYVU. The KYVU and Kentucky Virtual Library provide a centralized Web-based system available at all times at no cost to the eligible user.

Kentucky Community and Technical College System (KCTCS) Partnership

Kentucky Adult Education and the Kentucky Community and Technical College System (KCTCS) work together to facilitate adult learners’ transition to postsecondary education. A workgroup provided the data used to build a TABE/COMPASS concordance (created by ACT) that crosswalks learners’ TABE and COMPASS scores. The concordance will reduce the number of tests for Kentucky’s and the nation’s adult learners.

For more about the KCTCS partnership, see:

- “3.1 Description of Allowable Activities, 4. To help participants gain and retain employment, Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate”
- “11.1 Types of Programs”

On To Postsecondary Transition Pilots

Kentucky Adult Education partners with the Kentucky Community and Technical College System and three four-year universities to fund six pilots to encourage the transition of adult learners to postsecondary education. The pilots are designed to increase the number of adult learners entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers and help determine policy implications for the transitioning process.

Job Corps Partnership

Kentucky Adult Education is collaborating with the U.S. Department of Labor, Office of Job Corps, Region 2, to provide online instructional resources to eligible participants in

the Job Corps program. Job Corps is the nation's largest and most comprehensive residential, education and job training program for at-risk youth, ages 16 through 24. The goal of this partnership is to encourage participants to continue their job training and postsecondary education.

Employer Tax Credits and GED Tuition Discounts

As directed by the Adult Education Reform Act of 2000, Kentucky Adult Education has procedures for awarding tuition discounts and employer tax credits. Tax credits up to \$1,250 are available to businesses that provide their employees a minimum of five hours of paid release time to study for the GED. Qualifying GED recipients who complete the GED tests within one year are eligible for tuition discounts of up to \$250 per semester, up to four semesters in Kentucky's public postsecondary institutions.

4. To help participants gain and retain employment.

Workforce Education

Workplace education programs, defined as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills, represent a growing trend in adult education. In today's economy, employees must continually upgrade their skills to remain competitive. In addition to strong reading, math and communication skills, employees need skills in solving problems, adapting to rapid change and working in teams.

Onsite workplace education allows workers to apply basic academic concepts to everyday job tasks, resulting in a better trained, more productive workforce. During FY2003, 43,050 adults were enrolled through Kentucky's workplace programs, up from 11,350 in FY2001. A Kentucky Adult Education team of workplace education specialists customizes instruction to fit the needs of businesses. In addition, many comprehensive providers added a workplace education component to their basic services to expand adult education opportunities for incumbent workers.

The workplace education component consists of customized, basic skills training occurring at a place of business, preferably during working hours. Providers are encouraged to work with the employer to identify skills employees need to be successful in their jobs and design a course of basic skills instruction around these needs. Instructors integrate examples and tools from the work environment to make learning relevant to the participant.

Kentucky Adult Education provides ongoing professional development for adult basic education providers on how to integrate job readiness skills into the basic curriculum and incorporate real-world examples from a variety of work settings into academic instruction. Kentucky Adult Education workforce education associates work with providers to strengthen adult education's partnerships with business and industry, with the end goal of providing job-contexted training to improve the quality of Kentucky's workforce.

Workforce Alliance

The Workforce Education Program stimulates workforce-focused partnerships among local, regional and state agencies. The program is guided by the Workforce Alliance, a collaborative committee representing Kentucky Adult Education, Council on Postsecondary Education, Department for Technical Education, Kentucky Community and Technical College System (KCTCS) and Bluegrass State Skills Corporation, Cabinet for Economic Development.

Kentucky Adult Education funds workforce education to meet the needs of business and industry, and the Workforce Alliance coordinates workforce education and training services provided by Kentucky's public agencies. The purpose of the Alliance is to provide a responsive, coordinated system with the ability to leverage new and existing resources to maximize the number of adults and employers served.

Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate

Kentucky Adult Education funds WorkKeys assessments, scoring, targeted instruction and Kentucky Employability Certificate (KEC) fees for eligible adult education students working toward a KEC, which is a standardized credential that says the holder is job ready. To earn a KEC, individuals are tested in reading, applied math and locating information through the WorkKeys assessment tool, which is widely used in the private sector. The KEC confirms to employers that an individual possesses basic skills in reading, math and finding information – skills that all jobs require.

The Kentucky Community and Technical College System coordinates administration of the Kentucky Manufacturing Skills Standards Assessment (KMSS). Kentucky Adult Education local providers assist by providing targeted instruction, assessment and scoring for eligible students. Kentucky Adult Education has several curriculum products that are aligned specifically to meet the needs of a job candidate or worker in need of remediation.

Kentucky Department of Education Partnership

Kentucky Adult Education works with the Kentucky Department of Education to provide remediation services and access to an online Kentucky Paraeducator Assessment. The assessment is related to the No Child Left Behind Act that requires paraeducators to pass an assessment insuring they possess the appropriate skills to work with students in the P-12 education system. Kentucky Adult Education centers that facilitate this process have access to an online professional development course for their educators via the Kentucky Adult Education website.

Rapid Response Team Partnership

The Rapid Response Team, located organizationally within the Department for Training and ReEmployment, works with companies and employees during layoffs to provide information about retraining and education, job opportunities, unemployment insurance and medical assistance. Each meeting with employees integrates presentations from Kentucky Adult Education learning centers, Department for Employment Services, Department of Vocational Rehabilitation, local WIA programs, Medicaid program and local health departments. The group meetings provide an overview of services from each

partner; to find out about specific eligibility for various programs, individuals are encouraged to visit their local One-Stop Career Center.

One-Stop Career Center Partnership

See “12.4 One-Stop Participation”

General Education Development (GED)

Kentucky Adult Education’s GED preparation activities are focused on assisting adults in the completion of a high school credential. Local school districts, community and technical colleges, correctional institutions and universities throughout the Commonwealth operated 56 GED testing centers. In 2003, 9,452 Kentuckians earned a GED. Like the national trend, testing in Kentucky is down since the advent of 2002 GED tests. GED graduates generate an estimated \$6,000 in additional income per year, according to the Bureau of Labor Statistics. Kentucky’s GED recipients last year earned close to \$79.3 million in additional revenue.

KET’s GED Connection Series

Kentucky Adult Education partners with the Kentucky Educational Television (KET) as an additional resource for GED students. KET’s GED Connection Series is a widely distributed series that assists adult learners in preparing for the GED test. Since the supportive enrollment program began 18 years ago, more than 99,000 adults have called KET’s GED Connection hotline. KET has pre-tested and enrolled more than 24,800 adults and 71,000 others have been interviewed, provided with information or referred to local adult education services. The Kentucky Adult Education Web site will include access to the KET’s LiteracyLink online management system to monitor the students’ use of the KET curriculum and virtual classrooms where they can interact with their online teachers any time.

See “3.1 Description of Allowable Activities, 1. To increase students’ participation and engagement in adult learning opportunities, The Kentucky Virtual Adult Education Web Site.”

English Literacy Services

The total immigrant population in Kentucky remains relatively small but is increasing. (See “2.2 Populations, Individuals with Limited English Proficiency.”). As part of core services, English literacy services assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self sufficiency, assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and assist adults in completing a secondary school education.

In FY 2003, more than half of the adult education programs in Kentucky provided ESL services, defined as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. Providers help adults

seeking to improve their fluency in the English language, obtain or advance in employment and/or pass U.S. citizenship exams. These programs are conducted at the discretion of local adult education providers. However, with the increase in Kentucky's immigrant population, Kentucky Adult Education has stressed the importance of serving this population. As a result, the number of students in ESL instruction continues to grow each year, from 4,278 in FY 2001 to 5,459 in FY 2003.

ESL classes are offered in a diverse cross section of Kentucky counties, from urban areas that have an influx of immigrants from many nations to agricultural counties that have experienced a growth in their Hispanic population. Adult education providers offer ESL in both local and state correctional institutions, including an ESL program at the largest state correctional institution.

For the specific performance indicators for the ESL program, see "5.3 Levels of Performance for the First Five Years, Core Indicator #1, Beginning ESL, Low Intermediate ESL, High Intermediate ESL, Low Advanced ESL and High Advanced ESL."

Kentucky Adult Education also makes available, on a limited basis, grants for English literacy/civics programs. Eligible applicants are basic grant providers in counties with large immigrant populations.

Students in the English literacy/civics program must have limited English proficiency. These are eligible adults who have limited ability in speaking, reading, writing or understanding the English language and whose native language is one other than English or who lives in a family or community environment where a language other than English is the dominant language.

Programs incorporate English literacy and civics education for immigrants and other students with limited English proficiency who are not required to be enrolled in school. To participate effectively in the education, work and civic opportunities of this country, immigrants must not only master English but also be able to understand and navigate governmental, educational and workplace systems and key institutions, such as banking and health care. The term "English literacy" indicates a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

The programs include one or more aspects of civics education and may incorporate distance learning strategies and video services. EL/Civics programs comply with the National Reporting System (NRS) Performance Indicators. Providers indicate how they determine competencies gained by learners in the six civics curricula areas – citizenship, local and state history and government, U.S. history and government, citizenship and naturalization process, public services and community services.

For more information, see "8.1 Strategies for Disadvantaged Adult Learners, Adult Immigrants/ESL."

Family Literacy Services

Family literacy programs are designed to break the intergenerational cycle of under-education by providing opportunities for parents and their children to learn together. In addition to the family and life skills instruction offered through regular adult education programs, Kentucky Adult Education funds family literacy services, defined as programs of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate the following activities: interactive literacy activities between parents and their children, training for parents regarding how to be the primary teacher for their children and full partners in the education of their children, parent literacy training that leads to economic self-sufficiency, and an age-appropriate education to prepare children for success in school and life experiences.

Kentucky Adult Education was one of the key funding partners in Kentucky's Statewide Family Literacy Initiative. The Initiative, funded through a federal grant, was coordinated by the Kentucky Institute for Family Literacy (KIFL), a division of the National Center for Family Literacy. Partners included the Kentucky Department of Education, the Governor's Office of Early Childhood, the Cabinet for Families and Children, the Kentucky Head Start Association, the Tapestry Foundation and Verizon. With the goals of improving and expanding family literacy in Kentucky, the Initiative worked to increase coordination among family literacy partners and improve professional development resources to programs.

Kentucky Adult Education's implementation of its family literacy expansion plan has increased the number of family literacy providers across the Commonwealth, improved coordination and collaboration among Even Start, Head Start, local school boards, postsecondary institutions and adult education family literacy programs, and served more families at a lower cost per family. The plan included the following:

- Expand family literacy services to all 120 Kentucky counties.
- Increase participation in family literacy programs from 1000 families in FY2001 to 5,000 families in FY2004. KYAE enrolled 3,986 families in FY2003.
- Institute a funding formula by county based on the number of people at low levels of literacy with a minimum funding level of \$20,000.
- Show evidence of collaboration with Even Start, Head Start, the local board of education preschool program, or other service providers for the child-education, parenting, and the parent-with-child components.
- Require family literacy programs to meet performance goals as a condition for funding.
- Establish a common set of performance indicators for KYAE and Even Start family literacy programs.
- Conduct professional development in partnership with the Kentucky Institute for Family Literacy.

In an effort to promote quality program delivery, Kentucky Adult Education works with an inter-agency work group sponsored by KIFL to develop Family Literacy Program Performance Indicators. These indicators have been used by family literacy and Even Start programs to promote higher standards for family literacy instruction and ensure

quality services as these programs grow and expand. The performance indicators were approved in June 2001 and revised in August 2003. For information on KIFL's role in the Kentucky Adult Education professional development plan, see "12.1 Description of Activities."

3.2 Special Rule [Uses of Funds for Family Literacy]

The Council on Postsecondary Education-Kentucky Adult Education shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) or (B) of Section 203 (1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities [(Sec. 231)(d)]. Programs applying for grant funding for Family Literacy programs will be required to describe links to K-12 schools and other community agencies which provide services to children and parents and assure that activities funded under this subtitle will supplement not supplant activities that are not assisted under this subtitle.

3.3 Description of New Organizational Arrangements

In 2000, the Kentucky General Assembly passed the Adult Education Reform Act. The legislation made the Council on Postsecondary Education the governing body for the Department for Adult Education and Literacy. From July 2000 to July 2003, the council oversaw adult education policy issues and some funding. Other program functions remained under the management of the department and the Cabinet for Workforce Development.

In July 2003, Governor Paul Patton issued an executive order that abolished the Department for Adult Education and Literacy and transitioned the management of adult education programs – renamed Kentucky Adult Education – fully to the Council on Postsecondary Education, which is organizationally part of the Education Cabinet. (See Appendix B.) This transition positions Kentucky Adult Education at the forefront of education in the Commonwealth and facilitates the program's momentum toward the next level of achievement. This organizational structure:

- Will continue to create new avenues for reaching adult learners and helping them transition to postsecondary education and employment.
- Facilitates the integration of adult education, workforce development, postsecondary education and One-Stop Career Center activities.
- Creates natural opportunities to partner, communicate and collaborate with other agencies essential for the success of the Commonwealth's workforce investment system.

- Facilitates the success of partnerships with the Workforce Alliance, Kentucky Workforce Investment Board, local Workforce Investment Boards, One-Stop Career Center System and the Rapid Response Team.
- Is essential to developing a better-educated and trained workforce.

See Appendix C for the Kentucky Adult Education organizational chart.

CHAPTER 4

ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

4.0 Annual Evaluation of Adult Education and Literacy Activities [Section 224(b)(3)]

The Adult Education and Family Literacy Act requires annual evaluation of the “effectiveness of adult education and literacy activities based on the performance measures described in Section 212.” Kentucky Adult Education conducts an annual evaluation of each funded provider as well as performing ongoing evaluations of individual providers and the system as a whole. The ultimate evaluation of program effectiveness lies with the National Reporting System performance indicators. Kentucky is one of only three states that have received WIA incentive funding for the three years it has been available.

Kentucky Adult Education evaluates programs according to the core indicators of performance in the Adult Education and Family Literacy Act:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- Receipt of a secondary school diploma or its recognized equivalent.

Kentucky Adult Education has two additional indicators:

- Enrollment in adult education/literacy programs.
- Demonstrated improvements in workplace essential skills.

Kentucky Adult Education uses various means of assessment in its annual and ongoing evaluation process, including desk audits, program improvement process and performance and financial audits.

Desk audits

On an annual and ongoing basis, Kentucky Adult Education reviews each provider’s enrollment as well as performance, which is evaluated according to NRS indicators described in Chapter 5. Kentucky Adult Education holds each county program responsible for meeting the percentage measurements in the performance indicators and for meeting enrollment goals, which are a percentage of the target population.

Using the Adult Education Reporting Information Network (AERIN) online data collection system, Kentucky Adult Education receives data on enrolled students directly from providers. Through AERIN, Kentucky Adult Education and providers can regularly evaluate program effectiveness.

At both the state and county level, AERIN provides the capacity to analyze program performance, identify program improvement needs, assess the effectiveness of program

design and plan appropriate staff development to better serve adult learners. Local programs use program evaluations to do self-assessments, which contribute to an ongoing process of program improvement.

Based on data, Kentucky Adult Education can link performance to program improvement efforts and funding decisions. Participant outcome data are crucial in creating a system responsive to learner and community needs. The data also serve as a basis for the state to identify and share information among practitioners concerning best practices.

Program improvement process

Using data from AERIN and program improvement and support policy, programs are determined to be in need of program improvement support. Recognizing that program improvement is impacted by many factors, the Instruction and Program Support staff have expertise in professional development, teacher quality, instructional effectiveness, curriculum assessment, program evaluation and technical assistance. In addition, the staff draws on the expertise of partners and resources as follows:

- ❑ The Adult Education Academy for Professional Development offers an English as a Second Language Institute and Leadership Institute. The ESL workshops are offered at various regions in the Commonwealth. The Leadership Institute trains program managers to apply concepts of continuous program improvement as outlined by the Baldrige framework.
- ❑ The Kentucky Adult Educators Literacy Institute provides training on in-depth reading and writing processes and investigates teaching and learning strategies that support the adult learner.
- ❑ The Kentucky Institute for Family Literacy provides professional development, technical assistance, curriculum resources and policy coordination on family literacy. For more information regarding this partnership, see “9.1 Family Literacy Partnership.”
- ❑ Kentucky Adult Education partners with the Kentucky Association for Adult and Continuing Education to provide a state conference with multiple professional development sessions and networking opportunities for adult education providers.
- ❑ The Kentucky Virtual Adult Education Web site provides online professional development programs and adult education curricula, as well as the Kentucky Adult Education Resources Database that contains resources created and selected by Kentucky’s adult educators and includes curriculum guides, recommended reading, lesson plans, etc. The portal provides access to more than 30 databases where educators and their students can search for information published in journals and magazines, including full text articles from more than 5000 journals and magazines. In addition, KYVL contains a collection of current, authoritative, accurate Web resources evaluated by professional librarians, tutorials on using the Kentucky Virtual Library and research skills, and a specially designed section just for kids.

Kentucky Adult Education encourages the use of research-based instructional strategies and evaluates the extent to which local programs use such strategies.

Programs that are deemed in need of program improvement are required to submit a Program Improvement Plan to Kentucky Adult Education. Based on the program's needs and improvement plan, a performance improvement team is formed to provide individualized support to the local provider. Support provided by Kentucky Adult Education includes assistance with professional development, recruitment, record keeping, evaluation of instruction, links to other local partners, and other support based on individual needs.

The Instruction and Program Support staff also assist in disseminating information on best practices and developing programs that are committed to continuous improvement.

Performance and financial audits

Kentucky Adult Education conducts an annual comprehensive performance and financial audit of 20 percent of Kentucky's adult education programs.

The performance section of each audit includes reconciliation of student and faculty data electronically submitted to adult education as part of the contract between the Commonwealth and the local provider with the information retained by the local provider; review for compliance with required professional development activities; and review for compliance with adult education policies and procedures.

The financial section of each audit includes a review of a sample of invoice records, verification of expenditures and a determination of compliance with allowable costs. The audit includes an examination of the provider's internal controls to determine whether proper accountability exists for the receipt and disbursement of funds and whether documentation and reporting are adequate so as to ensure proper accountability.

Performance Incentives

Kentucky Adult Education provides performance incentive funding to local programs that meet or exceed enrollment goals and performance measures. Incentive funding is based on a percentage of a county's level of base funding. To qualify for an incentive, county adult education programs must meet or exceed annual enrollment goals and at least 50 percent of the key performance indicators (NRS). Failure to meet enrollment goals and/or performance measures over a two- to three-year period may result in termination of contract.

CHAPTER 5

PERFORMANCE MEASURES

5.0 Performance Measures [Section 224(b)(4)]

Section 212 of the *Workforce Investment Act* establishes the requirement for a comprehensive performance accountability system. Kentucky, with a 1993 grant from the National Institute for Literacy, was a pilot state in the Performance Measurement, Reporting, and Improvement System (PMRIS). Indicators were developed with the assistance of local providers and, initially, piloted in selected programs prior to their introduction across the Commonwealth.

The Kentucky performance accountability system consists of core and additional indicators of performance in compliance with the National Reporting System. Kentucky's Web-based Adult Education Reporting and Information Network (AERIN) allows local programs to track the achievements of participants using live data and functions as a universal, seamless, performance-based workforce investment system that is responsive to the needs of adult learners, providers and employers. AERIN data are shared with One-Stop centers, local workforce investment boards and students. Also, performance reports are posted on the Kentucky Adult Education Web site quarterly and annually.

5.1 Eligible Agency Performance Measures

Kentucky's core indicators of performance and their measures are the following:

1. Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition and other literacy skills;
2. Placement in, retention in or completion of post-secondary education, training, unsubsidized employment or career advancement; and
3. Receipt of a secondary school diploma or its recognized equivalent.

5.2 Additional Indicators

In addition to the core indicators of performance, Kentucky has identified two additional indicators for adult education activities: enrollment in adult education programs and demonstrated improvements in workplace essential skills.

5.3 Levels of Performance

Following are negotiated performance levels for the first six years, FY 1999-FY 2005.

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004-June 30, 2005)
Beginning ABE Literacy (grade level 0-1.9) The percentage of adult learners enrolled in beginning ABE literacy who completed that level. Baseline FY 1998: 14% (# completed level ÷ # enrolled = completion rate)	15% of beginning ABE literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	Target = 17% Results = 40%	Target = 20% Results = 53%	Target = 28% Results = 42%	Target = 32%	Target = 40%
Beginning ABE (grade level 2.0-3.9) The percentage of adult learners enrolled in beginning ABE who completed that level. Baseline FY 1998: 24% (# completed level ÷ # enrolled = completion rate)	25% of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	Target = 17% Results = 46%	Target = 20% Results = 53%	Target = 33% Results = 51%	Target = 37%	Target = 41%

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.						
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<p><u>Low Intermediate ABE</u> (grade level 4.0-5.9)</p> <p>The percentage of adult learners enrolled in low intermediate ABE who completed that level.</p> <p>Baseline FY 1998: 24%-formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000</p> <p><i>(# completed level ÷ # enrolled = completion rate)</i></p>	<p>25% of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.</p>	<p>Target = 25% Results = 54%</p>	<p>Target = 27% Results = 68%</p>	<p>Target = 35% Results = 59%</p>	<p>Target = 39%</p>	<p>Target = 45%</p>
<p><u>High Intermediate ABE</u> (grade level 6.0-8.9)</p> <p>The percentage of adult learners enrolled in high intermediate ABE who completed that level.</p> <p>Baseline FY 1998: 24%-formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000</p> <p><i>(# completed level ÷ # enrolled = completion rate)</i></p>	<p>25% of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.</p>	<p>Target = 25% Results = 63%</p>	<p>Target = 27% Results = 48%</p>	<p>Target = 38% Results = 70%</p>	<p>Target = 42%</p>	<p>Target = 43%</p>

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.						
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<p>Low Adult Secondary Education (grade level 9.0-10.9)</p> <p>The percentage of adult learners enrolled in low adult secondary education who completed that level.</p> <p>Target established in FY 2000 with first target for FY 2001 (Year 2) set at 39%</p> <p>(# completed level ÷ # enrolled = completion rate)</p>	N/A	<p>39% of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.</p> <p>Results = 67%</p>	<p>Target = 41%</p> <p>Results = 61%</p>	<p>Target = 40%</p> <p>Results = 86%</p>	<p>Target = 45%</p>	<p>Target = 46%</p>
<p>Beginning Literacy (ESL)</p> <p>The percentage of adult learners enrolled in beginning literacy ESL who completed that level.</p> <p>Baseline FY 1998: 14%</p> <p>(# completed level ÷ # enrolled = completion rate)</p>	<p>15% of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p>Target = 17%</p> <p>Results = 35%</p>	<p>Target = 20%</p> <p>Results = 50%</p>	<p>Target = 27%</p> <p>Results = 57%</p>	<p>Target = 33%</p>	<p>Target = 42%</p>

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004–June 30, 2005)
<u>Beginning ESL</u> The percentage of adult learners enrolled in beginning ESL who completed that level. Baseline FY 1998: 25% <i>(# completed level ÷ # enrolled = completion rate)</i>	26% of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	Target = 28% Results = 35%	Target = 31% Results = 44%	Target = 31% Results = 45%	Target = 32%	Target = 40%
<u>Low Intermediate ESL</u> The percentage of adult learners enrolled in low intermediate ESL who completed that level. Baseline FY 1998: 31% -formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000 <i>(# completed level ÷ # enrolled = completion rate)</i>	32% of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	Target = 28% Results = 42%	Target = 30% Results = 58%	Target = 34% Results = 59%	Target = 38%	Target = 42%

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<u>High Intermediate ESL</u> The percentage of adult learners enrolled in high intermediate ESL who completed that level. Baseline FY 1998: 31% -formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000 <i>(# completed level ÷ # enrolled = completion rate)</i>	32% of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	Target = 32% Results = 43%	Target = 34% Results = 53%	Target = 36% Results = 56%	Target = 39%	Target = 42%
<u>Low Advanced (ESL)</u> The percentage of adult learners enrolled in low advanced ESL who completed that level. Baseline FY 1998: 38% -formerly Advanced ESL, broken out into Low Advanced and High Advanced in FY 2000 <i>(# completed level ÷ # enrolled = completion rate)</i>	39% of both (combined) low and high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	Target = 35% Results = 45%	Target = 37% Results = 53%	Target = 32% Results = 46%	Target = 35%	Target = 38%
<u>High Advanced ESL</u> The percentage of adult learners enrolled in high advanced ESL who completed that level. Baseline FY 1998: 38% -formerly Advanced ESL, broken out into Low Advanced and High Advanced in FY 2000 <i>(# completed level ÷ # enrolled = completion rate)</i>	39% of both (combined) high and low advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	Target = 28% Results = 27%	Target = 30% Results = 49%	Target = 27% Results = 49%	Target = 28%	Target = 32%

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<p>Placement in Postsecondary Education or Training</p> <p>The percentage of adult learners (with a goal of advanced education or training) who entered postsecondary education or training.</p> <p>Baseline FY 1998: 1656- changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at 30%</p> <p>(# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)</p>	<p>1821 adult learners will enroll in further academic or vocational programs.</p>	<p>30% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training. Results = 73%</p>	<p>Target = 35% Results = 74%</p>	<p>Target = 46% Results = 77%</p>	<p>Target = 50%</p>	<p>Target = 58%</p>

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<p><u>Placement in Unsubsidized Employment</u></p> <p>The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after the program exit quarter.</p> <p>Baseline FY 1998: 13% (25% required)</p> <p>(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # of unemployed adults, at entry, with an employment goal = employment rate)</p>	<p>25% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.</p> <p>Federal definition of “employed” = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student.</p>	<p>Target = 27% Results = 74%</p>	<p>Target = 30% Results = 67%</p>	<p>Target = 42% Results = 72%</p>	<p>Target = 46%</p>	<p>Target = 52%</p>

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004 – June 30, 2005)
<p><u>Retention in Unsubsidized Employment</u></p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program.</p> <p>Relevant learners are defined as:</p> <ol style="list-style-type: none"> 1. Those enrolled adults employed at a program entry with a job retention goal; 2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after the exit quarter. <p>Baseline FY 1998: 12,907 employed, 583 retain/advance-changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at 30%</p> <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)</p>	<p>6453 adults will be retained on the job or advance on the job.</p>	<p>30% of the relevant adult learners will retain unsubsidized employment in the third quarter after the program exit quarter.</p> <p>Federal definition of “employed” = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student.</p> <p>Results = 80%</p>	<p>Target = 40% Results = 90%</p>	<p>Target = 48% Results = 94%</p>	<p>Target = 50%</p>	<p>Target = 56%</p>

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.						
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)
High School Completion The percentage of adult learners, with a high school completion goal, who earned a high school diploma or recognized equivalent. Baseline FY 1998: 6583- changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at 50% (# adults obtaining high school credential ÷ # adults with high school completion goal = high school completion rate)	6649 adults will earn a high school diploma or recognized equivalent.	50% of adults with a high school completion goal will earn a high school diploma or recognized equivalent. Results = 66%	Target = 55% Results = 67%	Target = 48% Results = 62%	Target = 50%	Target = 57%

Additional Indicator#1: Enrollment in adult education/literacy programs.						
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)
The percentage of adult learners within Kentucky's target population (as identified by the Kentucky Adult Literacy Survey) who are enrolled in adult education/literacy programs. <i>Baseline FY 1998: 4% (39,661)</i>	Target = 5% (50,000) Results = 5.1% (51,117)	Target = 6% (60,000) Results = 6.27% (62,734)	Target = 7.5% (75,000) Results = 8.6% (86,413)	Target = 9% (90,000) Results = 10.9% (109,880)	Target = 10% (100,000)	County programs target = 10.5% for basic grant and the higher of 0.5% or 20 for family literacy Statewide target = 115,000

Additional Indicator #2: Demonstrated improvements in workplace essential skills.						
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004-June 30, 2005)
<p><u>Workplace Essential Skills</u></p> <p>The percentage of adult learners enrolled in workplace essential skills projects who master the content of instruction, as defined by the employer or instructor, and as measured by formal or informal assessment.</p> <p>Target established in FY 1999 with first target for FY 2000 (Year 1) set at 50%</p>	<p>50% of adult learners enrolled in workplace essential skills will master the content of instruction, as defined by the employer or instructor, and as measured by formal or informal assessment.</p>	<p>Target = 55% Results =</p>	<p>Target = 60% Results =</p>	<p>Target = 60% Results =</p>	<p>Target = 60%</p>	

CHAPTER 6

PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS

6.0 Procedures for Funding Eligible Providers [Section 224(b)(7)]

6.1 Applications

Kentucky Adult Education awards grants on a competitive basis to eligible providers to help adults obtain the knowledge and skills necessary to function effectively in the home, workplace and community. Adult education grants normally adhere to a two-year funding cycle to coincide with the Commonwealth's biennial budget. Based on information received from the U.S. Department of Education dated December 18, 2003, Kentucky Adult Education will extend current contracts with providers for one year, FY 2004-05, contingent upon performance and enrollment. In counties where performance and enrollment goals are not met and in counties where the current contractors determine not to extend their contracts, a competitive application process will be used for FY 2004-05. To compete for funding, eligible applicants must submit a proposal that addresses how programs will meet performance and enrollment goals, collaborations with other agencies, program design, personnel and budget. All applicants will be evaluated using the criteria described in "6.5 Evaluation of Applications."

The application process will fit into a larger accountability framework. Program monitoring and evaluation will ensure local programs are meeting performance measures and complying with Kentucky Adult Education regulations, while affording programs the opportunity for self-assessment. This integrated accountability system will give programs the chance to maximize performance and become more competitive when seeking funding.

English Literacy/Civics. The English literacy/civics grant expands services to a rapidly growing immigrant population. As funds permit, programs with a demonstrated need for EL/civics services for their ESL students will be funded to offer target EL/civics instruction. The local programs will focus on the four federal priorities – citizenship, naturalization, civic participation and U.S. history and government.

6.2 Eligible Providers

Eligible providers for grants administered by Kentucky Adult Education include local educational agencies, community-based or volunteer literacy organizations of demonstrated effectiveness, institutions of higher education, public or private nonprofit agencies, libraries, public housing authorities, other nonprofit institutions that have the ability to provide literacy or adult education services, and consortia of these agencies, organizations, institutions, libraries or authorities.

Excluding for-profit agencies and entities, any institution with the ability to provide adult education and literacy services to adults and families will be eligible to compete for

funding. Funding decisions will consider each applicant's ability to serve individuals most in need of literacy services with consideration of documented experience.

6.3 Notice of Availability

Announcements concerning the availability of funds will be made by Kentucky Adult Education through the Internet, newspapers and direct mail. All current providers will receive request for proposal (RFP) notification through the mail and e-mail. Kentucky Adult Education will provide an application to any eligible provider requesting one.

6.4 Process

The following time frame approximates timelines for funding:

<u>Month</u>	<u>Action</u>
March	-Applications for delivering comprehensive services are released to the public, giving organizations approximately 30-40 days to respond.
April	-Applications are received by Kentucky Adult Education.
April, May	-Applications are reviewed.
May, June	-Applicants receive notification of decisions; funding amounts and plans are negotiated.
June	-Contracts are signed

6.5 Evaluation of Applications

All eligible applications submitted by the due date are considered and evaluated. Teams comprised of Kentucky Adult Education staff and outside readers assess the quality of proposals using uniform, standardized evaluation methods.

During the review process, Kentucky Adult Education considers the following:

- Applicant's response to the Five Critical Questions posed in Kentucky Adult Education's strategic plan: Are more Kentuckians participating in adult education programs? Are more adult education students meeting their educational goals? Are more adult education students advancing on to postsecondary education? Are more adult education students prepared for employment and the changing workplace? Are Kentucky's communities and economy benefiting?
- The degree to which the eligible provider will establish measurable goals for participant outcomes.
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families and the success in meeting or exceeding performance measures, especially with respect to those with the lowest levels of literacy.
- The commitment to serve individuals who are most in need of literacy services.

- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices that research has proven to be effective in teaching individuals to read (such as phonemic awareness, systematic phonics, fluency and reading comprehension).
- Whether the activities are built on a strong foundation of research and effective educational practice.
- Whether the activities effectively employ advances in technology, as appropriate, including computers.
- Whether the activities provide learning in real life context to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- Whether the activities are staffed by well-trained instructors, counselors and administrators.
- Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, One-Stop Career Centers, job training programs, and social service agencies.
- Whether the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals to attend and complete programs.
- The maintenance of a high-quality information management system that has the capacity to report participant outcomes and to monitor performance against the eligible agency performance measures.
- Whether the local communities have a demonstrated need for additional English literacy programs.
- Whether funds made available for corrections education are used for basic education, special education programs as determined by Kentucky Adult Education, ESL and GED preparation, and whether programs give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

6.6 Special Rule (Sec.223)(c)

Kentucky Adult Education compiles a *Policy and Procedures Manual* for local providers outlining all federal and state requirements relating to the administration or operation of programs.

Whenever the state implements any rule or policy relating to the administration or operation of a program authorized under AEFLA that has the effect of imposing a requirement that is not imposed under federal law (including any rule or policy based on a state interpretation of a federal statute, regulation or guideline), the state shall identify, to eligible providers, the rule or policy as being state imposed.

Kentucky Adult Education, Department for Employment Services, Department for the Blind, Department of Vocational Rehabilitation and Department for Community-Based Services have joint MOUs with each of the 10 Local Workforce Investment Areas, Local Elected Officials and other local One-Stop partners for the purpose of better serving common customers through an integrated and coordinated service delivery system under the provisions of the Workforce Investment Act of 1998. (See Appendix D.) The MOUs were developed jointly with the Department for Training and ReEmployment under the auspices of the Cabinet for Workforce Development, the state agency that was responsible for WIA Title I programs. The scope of these agreements is to provide customers (job seekers, employers and person interested in enhancing their skills) with a universal access point to employment, training and educational services; detailed, useful information about services, training programs and providers; the means to judge the quality of services and make informed decisions about which services meet their individual needs. The MOUs spell out implementation on the local level, including purpose, services, structure of project, operations, funding of costs of services and operations, scope of agreement, method of referrals, confidentiality, cross referral, resource sharing, dispute resolution and cost allocation.

CHAPTER 7

PUBLIC PARTICIPATION AND COMMENT

7.0 Public Participation and Comment [Section 224(b)(9)]

7.1 Description of Activities

Kentucky Adult Education, as the former Kentucky Department for Adult Education and Literacy, participated in a series of meetings involving local education officials in January and February 1999 to discuss the Workforce Investment Act, as well as goals and plans for the Commonwealth's adult education system. A public hearing was held December 15, 1998, to solicit input on the Act and the plan development process. Both oral and written comments were received. A second hearing—an interactive, statewide videoconference—was held on March 3, 1999.

The State Plan was circulated to the general public via the adult education Web site. Hard copies of the plan were mailed to adult education practitioners throughout the Commonwealth upon request. All parties were encouraged to mail or fax comments and suggestions by March 22, 1999.

Prior to its submission to the U.S. Department of Education, the Plan was made available to numerous agencies for review and comment. These include the:

- Department for the Blind;
- Department for Employment Services;
- Department for Technical Education;
- Department of Vocational Rehabilitation;
- Department for Training and Re-Employment;
- Task Force on Adult Education;
- Kentucky Community and Technical College System;
- Department of Education;
- Cabinet for Families and Children;
- Kentucky Labor Cabinet;
- Department of Corrections;
- State Board for Adult and Technical Education; and
- Cabinet for Economic Development.

Kentucky Adult Education also sought comment on State Plan revisions submitted to the U.S. Department of Education. The State Plan was posted on the Kentucky Adult Education Web site on March 5. An e-mail, sent to adult education providers, state and local One-Stop partners and others, informed interested parties that the State Plan had been revised and was available for public comment and encouraged them to provide comments. (See Appendix E.)

7.2 Review by Governor

The initial and revised State Plan was submitted to the Governor's Office for review. See Appendix F for the transmittal letter and approval. Because this plan is recognized as an evolving, flexible document, Kentucky Adult Education will continue to seek input from those interested in the future direction of adult education.

CHAPTER 8

PROGRAM STRATEGIES FOR SERVING VARIOUS POPULATIONS

8.0 Program Strategies for Serving Various Populations [Section 224(b)(10)]

8.1 Strategies for Disadvantaged Adult Learners

Kentucky Adult Education has developed general strategies for serving individuals most in need – these strategies are effective across programs and populations. Local providers are trained in basic instructional techniques, which can be modified to address learners’ unique educational, physical and emotional challenges. In addition, providers address specific populations based on the local needs in their counties.

Adult Immigrants/ESL

Collaborative, small group ESL classes emphasize conversational English through structural language and communicative language teaching. Learners are placed in level-appropriate classes according to enrollment guidelines, using a variety of ESL assessment methods. Instructors focus instructional strategies upon the real-life needs of learners, including how to participate in a new cultural environment and how to communicate effectively in the workplace and community. Providers help learners who seek to pass the U.S. citizenship exams with instruction focusing on U.S. government and history, information about immigration and naturalization, and the rights, responsibilities and benefits of U.S. citizenship. The addition of an EL/Civics grant for Kentucky enhances the Commonwealth’s ability to deliver quality services to this population.

Training for new ESL teachers provides direction in the areas of computer-aided instruction, curriculum development, workplace instruction and learning disabilities. Tutor training developed by practitioners and state staff increases educational opportunities for ESL learners. Where possible, support services are provided to make adult education classes accessible to individuals of limited English proficiency. Local educational agencies continue to arrange for transportation and child care services through volunteers or other community resources.

Individuals with Disabilities

The Kentucky Adult Education Web site is fully accessible to individuals with disabilities who use assistive technologies to access the Internet. In addition, Kentucky Adult Education uses the ANGEL and Web CT course management system as the portal and communication environment for the Kentucky Virtual Adult Education initiative. It has been developed to be accessible to users with disabilities in compliance with both CyberLearning Labs’ internal policy and U.S. Rehabilitation Act of 1973, as amended and signed into law on August 7, 1998.

More than 200 instructors representing 93 Kentucky counties have completed the “Accommodations to Instruction” class, which includes the most up-to-date strategies

and procedures for serving persons with disabilities. Further training will be provided to teach instructors to use specific screening inventories.

See “2.2 Populations, Individuals with Disabilities.”

Level 1 Adult Learners

Kentucky Adult Education directed and funded Kentucky Virtual University’s development of a Web-based reading course for adult learners at the lowest literacy level. KYVU and the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky developed *Read on the Web* to supplement existing curricula or to enable adults to take the first steps in their reading education privately. The program is available on the Kentucky Adult Education Web site.

Single Parents and Displaced Homemakers

Lack of available, affordable transportation and childcare continues to be a major barrier to adult education participation. Because public transportation is limited or unavailable in most of the Commonwealth’s rural areas, local providers have relied on partnerships with other community service agencies for van or shuttle services. While these partnerships will continue, Kentucky Adult Education’s ongoing expansion of distance learning will improve access to service, especially in rural Kentucky.

Kentucky Adult Education developed the Kentucky Virtual Adult Education Web site to provide an innovative, convenient and student-friendly mode of study for adult education students, especially those who have multiple barriers to furthering their education such as single parents and displaced homemakers. For a description of Kentucky Virtual Adult Education, see “3.1 Description of Allowable Activities, the Kentucky Virtual Adult Education Web Site.”

In addition, Kentucky Adult Education has strengthened its collaboration with Kentucky Educational Television, a national leader in literacy programming, and PBS’s LiteracyLink®. KET’s nationally recognized GED Connection Series, which accommodates individuals who need or wish to complete a GED at home, is distributed throughout Kentucky and the nation. Furthermore, KET-sponsored televised instructional programs assist teachers in working with learning disabled students. Two-way, interactive videoconferencing is increasingly used to provide immediate and cost-effective professional development for instructors.

Kentucky Adult Education supplied local providers with KET’s *Workplace Essential Skills*© series, a set of videos and accompanying workbooks (an online component is also under development) designed to show adults how to use basic skills to find a job and how to apply these skills in realistic workplace settings.

CHAPTER 9

INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING ACTIVITIES

9.0 Integration with Other Adult Education and Training Activities [Section 224(b)(11)]

9.1 Description of Planned Integrated Activities

Adult education and literacy activities are integrated with other education, training and employment programs at the state and local levels. At the state level, the Education Cabinet is made up of the Council on Postsecondary Education, the statewide coordinating board for Kentucky Adult Education and public postsecondary institutions, including the Kentucky Community and Technical College System; the Kentucky Department of Education (K-12); Kentucky Educational Television; Department for the Blind; Department for Employment Services; Department for Training and ReEmployment; One-Stop Career Center System; Department for Technical Education; and Department of Vocational Rehabilitation.

This organizational structure facilitates the integration of adult education, workforce development, postsecondary education and One-Stop Career Center activities. This relationship is beneficial in that it positions Kentucky Adult Education to coordinate with other agencies essential for the success of the Commonwealth's workforce investment system. These linkages create natural opportunities to partner, communicate and collaborate to meet the workforce needs of the Commonwealth. This integration is essential to developing a better-educated and trained workforce.

See "3.3 Description of New Organizational Arrangements."

Integrated activities can best be illustrated in the following descriptions of ongoing projects, relationships and partnerships spearheaded by Kentucky Adult Education:

Workforce Alliance

The Workforce Education Program stimulates workforce-focused partnerships among local, regional and state agencies. The program is guided by the Workforce Alliance, a collaborative committee representing Kentucky Adult Education, Council on Postsecondary Education, Department for Technical Education, Kentucky Community and Technical College System (KCTCS) and Bluegrass State Skills Corporation, Cabinet for Economic Development.

Kentucky Adult Education funds workforce education to meet the needs of business and industry, and the Workforce Alliance coordinates workforce education and training services provided by Kentucky's public agencies. The purpose of the Alliance is to provide a responsive, coordinated system with the ability to leverage new and existing resources to maximize the number of adults and employers served. By design, the extensive integration of services is transparent to business and industry customers who access services through the Workforce Alliance.

Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate

Kentucky Adult Education supports and promotes the Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate through an integration of services at the state and local levels. Kentucky Adult Education funds WorkKeys assessments, scoring, targeted instruction and Kentucky Employability Certificate (KEC) fees for eligible adult education students working toward a KEC, which is a standardized credential that says the holder is job ready. To earn a KEC, individuals are tested in reading, applied math and locating information through the WorkKeys assessment tool, which is widely used in the private sector. The KEC, which is issued by the Kentucky Workforce Investment Board, confirms to employers that an individual possesses basic skills in reading, math and finding information – skills that all jobs require.

The Kentucky Community and Technical College System coordinates administration of the Kentucky Manufacturing Skills Standards Assessment (KMSS). Kentucky Adult Education local providers assist by providing targeted instruction, assessment and scoring for eligible students. Kentucky Adult Education has several curriculum products that are aligned specifically to meet the needs of a job candidate or worker in need of remediation.

Kentucky Department of Education Partnership

Kentucky Adult Education works with the Kentucky Department of Education to provide remediation services and access to an online Kentucky Paraeducator Assessment. The assessment is related to the No Child Left Behind Act that requires paraeducators to pass an assessment insuring they possess the appropriate skills to work with students in the P-12 education system. Kentucky Adult Education centers that facilitate this process have access to an online professional development course for their educators via the Kentucky Adult Education website.

Rapid Response Team Partnership

The Rapid Response Team, located within the Department for Training and ReEmployment, works with companies and employees during layoffs to provide information about retraining and education, job opportunities, unemployment insurance and medical assistance. Each meeting with employees includes integrated presentations from Kentucky Adult Education learning centers, Department for Employment Services, Department of Vocational Rehabilitation, local WIA programs, Medicaid program and local health departments. The group meetings provide an integrated overview of services from each partner; to find out about specific eligibility for various programs, individuals are encouraged to visit their local One-Stop Career Center.

On To Postsecondary Transition Pilots

Kentucky Adult Education partners with the Kentucky Community and Technical College System and three four-year universities to fund six pilots to encourage the transition of adult learners to postsecondary education. The pilots are designed to increase the number of adult learners entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers and help determine policy implications for the transitioning process. Since Kentucky Adult Education is organizationally part of

the Council on Postsecondary Education, the agency can track through data-match the adult education students who transition to postsecondary education and their rate of persistence and graduation.

One-Stop Participation

Kentucky Adult Education services are fully integrated with One-Stop partners at the local level. See “12.4 One-Stop Participation.”

Corrections Collaborations

See “11.1 Types of Programs.”

Family Literacy Partnerships

Family literacy programs collaborate with local Even Start and Head Start programs, business and industry, family resource and youth service centers, KERA preschool programs, daycare, healthcare, school boards, social service agencies, churches and other community-based organizations. Partnerships in this manner provide an opportunity to share resources and eliminate unnecessary duplication, especially with regard to serving children. Instructors and administrators from Even Start and family literacy programs attend joint staff development activities, exchange ideas and share best practices. Integrated family literacy programs emphasize strategies that promote the well being of families and children, break the cycle of undereducation and poverty and move families toward self-sufficiency.

The Kentucky Institute for Family Literacy, created in October 2000, provides a higher level of collaboration and cooperation for all family literacy services and includes representatives from business, private foundations, the Governor’s Office, human services and adult education. KIFL also provides on-site technical assistance to Kentucky Adult Education family literacy programs, offers professional development for new and experienced programs and secures additional resources for programs through private grants. For instance, a grant from the Kentucky Economic Development Council enabled KIFL to develop and distribute high quality Family Reading Backpacks to all Kentucky Adult Education family literacy programs.

Public libraries also remain an important resource for adult education providers in Kentucky, offering multidimensional support for the learning needs of adults. Local libraries offer convenient locations for adult education satellite programs; flexible hours for program scheduling; state-of-the-art learning and technology, including Internet access for students wanting to use Kentucky Virtual Adult Education; and program referral services. By coordinating adult education efforts with library initiatives, the service delivery system will be strengthened with expanded possibilities for adult learners.

For more information about integrated activities, see “Chapter 3.”

9.2 State Unified Plan

Kentucky's Workforce Investment Act unified plan included the state plan for Adult Education and Family Literacy as an attachment. The state's former adult education agency, the Department for Adult Education and Literacy, was a significant partner in the development of the state unified plan and, with representation on multiple workgroups, the department helped shape the framework for Kentucky's workforce investment system. Kentucky Adult Education will ensure the continued, integral role of adult education in the workforce investment system.

CHAPTER 10

DESCRIPTION OF STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS

10.0 Description of Steps to Ensure Direct and Equitable Access [Section 231(c)]

10.1 Description of Steps

Kentucky Adult Education ensures direct and equitable access for all eligible providers seeking to apply for grants or funds to deliver adult education services. Announcements will be made about the availability of these funds through the media. Also, Kentucky Adult Education will circulate a request for proposal (RFP) notice and application for funds to all current providers. Information will also be available on the Kentucky Adult Education Web site.

10.2 Notice of Availability

Kentucky Adult Education will use the steps outlined in Chapter 6 to publicize opportunities for funding and ensure direct and equitable access for eligible providers. Upon request, Kentucky Adult Education will provide necessary information to any eligible agency.

CHAPTER 11

PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

11.0 Programs for Corrections Education and other Institutionalized Individuals [Section 225, Section 222(a)(1), Section 232(a)(1), Section 225(c)]

11.1 Types of Programs

Kentucky Adult Education employs innovative approaches to increase the education levels and self-sufficiency of inmates, while reducing the recidivism rate in Kentucky. Corrections programs enrolled 7,825 inmates in FY 2003 compared to 6,214 in FY 2002. Kentucky Adult Education continues to review Kentucky's correctional education programs to streamline services and maximize benefits.

Kentucky's two-prong approach to correction education enrolls inmates through state correctional institutions and through local correctional facilities. All correctional programs are held accountable to the NRS core indicators (except Employment Placement and Employment Retention) and the *Kentucky Adult Education Policy and Procedures Manual*. Applications are monitored to assure expenditures comply with WIA's expenditure cap.

Programs will provide adult education instruction in all levels of basic academic skills, including English as a Second Language instruction, for students who meet the eligibility requirements for enrollment. The basic skills instruction for correctional facilities may also integrate life skills, employability skills and computer literacy skills to help inmates acquire necessary skills to become and remain self-sufficient after leaving prison.

Local Corrections Education

Adult education providers with full-service local jails are required to provide adult education at those facilities. In FY 2004-05, Kentucky Adult Education will fund corrections education programs in 72 counties using a funding formula. Kentucky Adult Education will use local providers' data to adjust the formula-based funding for serving this transient population.

State Correctional Institutions

Kentucky Adult Education contracts with the Kentucky Community and Technical College System to provide evening adult education programs for adult students in 12 state institutions. (These funds supplement the U.S. Department of Correction's adult basic education and technical budget.) The KCTCS agreement establishes the level of staff, curriculum and program standards to be offered in each of the 12 state facilities. Funding is provided to assist inmates in acquiring the basic skills and competencies necessary to move from an institutional setting into the workforce and community.

11.2 Priority

Kentucky Adult Education gives priority to serving individuals who are likely to leave correctional institutions within five years of participation in adult education programs. Students in correctional settings must be at least 16 years of age, lack sufficient mastery of basic educational skills, or have not obtained a high school diploma or its equivalent. Adult education programs will not be offered to death row and life without parole inmates.

11.3 Types of Institutional Settings

Funds are also used to support adult education in private prisons, regional detention centers, local jails and halfway houses. The state's correctional education centers have been nationally accredited by the Council on Occupational Education, indicating the quality of educational services received by inmates.

CHAPTER 12

DESCRIPTION OF PROPOSED LEADERSHIP ACTIVITIES

12.0 Description of Proposed Leadership Activities [Section 223]

12.1 Description of Activities

Kentucky Adult Education provides activities such as the operation of professional development programs; the provision of technology assistance, including staff training; program improvement and support; development and dissemination of curricula, especially curricula incorporating phonemic awareness; coordination with other agencies to increase enrollment and successful completion in adult education programs; and linkages with postsecondary institutions.

Activity One

The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231 (b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a state or outlying area.

The Kentucky Adult Education professional development plan calls for training more than 900 full- and part-time educators to serve an increasing number of adult learners. The plan provides for high-quality, research-based professional development in literacy instruction, family literacy, leadership, quality improvement and other relevant activities to support administrative and instructional competencies. These efforts will be coordinated by Kentucky Adult Education in partnership with:

- The Kentucky Adult Educators Literacy Institute with the Collaborative Center for Literacy Development, University of Kentucky
- The Kentucky Institute for Family Literacy with the National Center for Family Literacy, Louisville
- The Adult Education Academy for Professional Development, Morehead State University
- Kentucky Association for Adult and Continuing Education
- Kentucky Virtual University and Kentucky Virtual Library
- Council on Postsecondary Education
- A mathematics institute that is to enroll its first cadre of educators in FY 2004-05.

Kentucky Adult Education offers blended courses that combine face-to-face training with online assignments as well as online courses via the Kentucky Virtual Adult Education Web site at www.kyvae.org. The site will enable Kentucky Adult Education to track educators' participation in professional development. The site will enable instructors to interact with other instructors and access the latest research, resources, lesson plans and best practices in adult education.

The Adult Education Academy for Professional Development offers an English as a Second Language workshops and Leadership Institute. The ESL workshops are offered at various regions in the Commonwealth. The Leadership Institute will train program managers to apply concepts of continuous program improvement as outlined by the Baldrige framework.

The Kentucky Adult Educators Literacy Institute (KAELI) provides training on in-depth reading and writing processes and investigates teaching and learning strategies that support the adult learner.

The Kentucky Institute for Family Literacy (KIFL) provides professional development, technical assistance, curriculum resources and policy coordination on family literacy.

Kentucky Virtual Adult Education provides online professional development programs and adult education curricula, as well as the Kentucky Adult Education Resources Database that contains resources created and selected by Kentucky's adult educators and includes curriculum guides, recommended reading, lesson plans, etc. The portal provides access to more than 30 databases where educators and their students can search for information published in journals and magazines, including full text articles from more than 5000 journals and magazines. In addition, KYVL contains a collection of current, authoritative, accurate Web resources evaluated by professional librarians, tutorials on using the Kentucky Virtual Library and research skills, and a specially designed section just for kids.

Activity Two

The provision of program improvement and support to eligible providers of adult education and literacy activities.

Staff will provide program improvement and support to programs through the following models:

- **Intensive Model**
Performance data and monitoring visits alert staff to programs that need assistance. In the intensive technical assistance model, staff visit programs that have been identified as "low performing" to develop program improvement strategies. With guidance from Kentucky Adult Education, the local program establishes an improvement plan. Kentucky Adult Education staff monitors performance closely and makes follow-up visits to ensure improvement plans are implemented.
- **Field Service Program Visits**
As appropriate, Kentucky Adult Education teams will visit programs to establish rapport and discuss program management, performance data, professional development needs and program compliance. Such visits may also follow specific training programs to ensure concepts are being applied in the classroom.

- **Additional Support**
- The Kentucky Adult Education Web site keeps providers abreast of changes in state and federal regulations, Kentucky Adult Education policies and professional development activities and offer guidance on workplace education.

For more information, see “4.0 Annual Evaluation of Adult Education and Literacy Activities.”

Activity Three

The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.

Online PD Services

Online professional development courses make it possible for Kentucky Adult Education to provide information without disrupting local programs’ service for adults. Improved consistency of instruction and reduced travel costs for trainers and participants are also important considerations for implementing distance learning. Online courses can be accessed at the convenience of the educator thereby enabling new instructors to begin learning about their roles and responsibilities. Kentucky Adult Education is continually developing and adding to the menu of professional development courses in adult education. A dynamic PD calendar enables local programs to submit online additional professional development opportunities offered in various regions of the state.

Project IDEAL

Kentucky is one of 15 states participating in Project IDEAL (Improving Distance Education to Adult Learners). Through collaborative research and practice, Kentucky Adult Education is exploring “best practices” for providing online adult education. Kentucky is using the project to test the impact of orientation and support for users of the adult education software, PLATO. The study will compare the progress of 60 students, half receiving the interventions and half serving as a control group.

Activity Four

The support of state or regional networks of literacy resource centers.

Kentucky Adult Education is a member of the Southern LINCS consortium. Additionally, in conjunction with the Kentucky Virtual Library, Kentucky Adult Education has developed a resource database specific to Kentucky that will provide access to additional databases and resources. This site links to the national LINCS system, expanding access for Kentucky’s adult learners and instructors.

Activity Five

The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.

Kentucky Adult Education will oversee efforts to expand, develop and further document student and program performance through the use of the Adult Education Reporting and Information Network (AERIN). For specifics, see “5.0 Performance Measures.”

Staff also assist local providers in proper data collection techniques and analysis. Training has been developed on how to use program data to continuously improve program services.

Activity Six

Incentives for program coordination and integration and performance awards.

The adult education action agenda provides for rewards to local programs that meet or exceed the state’s performance measures. Rewards are based on a percentage of a county’s level of foundation funding. To qualify for a reward, county adult education programs must meet or exceed annual enrollment goals and a percentage of the key performance indicators.

Activity Seven

Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency and reading comprehension.

Reading Institute (KAELI)

Kentucky Adult Education partners with the Collaborative Center for Literacy Development to provide the Kentucky Adult Educators Literacy Institute (KAELI), professional development and research for educators in adult reading practice. KAELI provides an innovative yearlong, graduate/undergraduate level course for selected adult educators and adds to current reading research.

Activity Eight

Other activities of statewide significance that promote the purpose of this title.

- Standards for Adult Education Instructors: Kentucky Adult Education has established six standards that adult education instructors currently must meet. In short, instructors must demonstrate knowledge of content, design and plan instruction, assess and monitor learning, utilize community resources, demonstrate professionalism and manage operations. The instructor standards identify essential proficiencies for all adult education instructors to enable them to meet the individual needs of adult learners. *Individual Growth Plans* based on the standards are developed annually to help identify and meet the professional needs of instructors.

- Standards for Workplace Instructors: Kentucky Adult Education has established the following standards that workplace instructors must meet:
 - Design workplace instruction.
 - Deliver workplace instruction.
 - Assess and monitor workplace learning.
 - Demonstrate workplace professionalism.
 - Manage workplace project.

- Family Literacy Performance Indicators: Indicators to promote high performance by family literacy programs were developed by an inter-agency workgroup. These measures, which include Kentucky Adult Education's core indicators, will be utilized by all family literacy programs in Kentucky to evaluate performance.

- Special Research Projects: New Opportunity Grants provide model adult education programs that are replicable in other localities or serve as statewide delivery models.

In November 2000, the Council on Postsecondary Education set aside \$1.5 million for the New Opportunity Grants. Successful proposals showed promise in moving adult learners on to postsecondary education; involved distance learning aspects for scalability; developed case management and academic advising components; collaborated with local, state or private agencies; involved applied research in adult education. Of the nine recipients, three are community and technical colleges, four are boards of education, one is a multi-county cooperative, and another is a statewide organization. The funded projects are being evaluated.

Although New Opportunity Grants were funded with non-recurring funds, the intention is to provide programs a chance to implement innovative activities to increase access, build capacity and prepare learners for work and continued education. Some programs are able to continue providing these services by reallocating and/or leveraging other resources. The evaluation of these projects is intended to provide feedback about the success of programs in meeting their goals, what aspects of programs are replicable, best practices to share with the field, and suggestions and recommendations when considering, if funds become available, similar future funding endeavors.

Activity Nine

Coordination with existing support services, such as transportation, childcare, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.

Kentucky Adult Education will facilitate networking among a variety of local agencies to improve service to adult students and increase student enrollment, retention and success.

See “3.1 Description of Allowable Activities.”

See “3.3 Description of New Organizational Arrangements.”

See “9.1 Description of Planned Integrated Activities.”

See “12.2 Collaboration with Other Related Agencies and Programs.”

Activity Ten

Integration of adult education instruction and occupational skill training, and promoting linkages with employers.

See “3.1 Description of Allowable Activities, 4. To help participants gain and retain employment.”

Activity Eleven

Linkages with postsecondary educational institutions.

Kentucky Adult Education will collaborate with the Collaborative Center for Literacy Development: Early Childhood through Adulthood, Kentucky Virtual University, KET, NCAL, and postsecondary institutions to develop professional development offerings for instructors for the purpose of family literacy implementation, teacher certification and general program improvement.

Kentucky Adult Education partners with the Kentucky Community and Technical College System and three four-year universities to fund six pilots to encourage the transition of adult learners to postsecondary education. The pilots are designed to increase the number of adult learners entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers and help determine policy implications for the transitioning process.

See “3.3 Description of New Organizational Arrangements.”

12.2 Collaboration with Other Related Agencies and Programs

Kentucky Adult Education will collaborate extensively with educational and governmental agencies, including:

- Collaborative Center for Literacy Development: Early Childhood through Adulthood
- Kentucky Education Cabinet
- Kentucky Department of Vocational Rehabilitation
- Kentucky Department for the Blind

- Kentucky Department for Technical Education
- Kentucky Department for Employment Services
- Kentucky Department for Training and ReEmployment
- Kentucky Workforce Investment Board
- Kentucky One-Stop Career Centers
- Department of Military Affairs – Kentucky Youth Challenge
- Kentucky Department of Education
- Kentucky Cabinet for Families and Children and Family Resource and Youth Services Centers
- Kentucky Cooperative Extension Agency
- Kentucky Community and Technical College System
- University of Kentucky’s Collaborative Center for Literacy Studies
- National Center for Family Literacy
- Kentucky Institute for Family Literacy
- Kentucky universities
- Kentucky Educational Television
- Public Broadcasting System, especially for *LiteracyLink*®
- Kentucky Department of Corrections
- Kentucky Virtual University
- Kentucky Virtual Library
- Kentucky Department for Libraries and Archives
- Kentucky Higher Education Assistance Authority
- Kentucky Literacy Partnership
- State P-16 Council

For professional development, the council will partner extensively with other educational and governmental agencies including:

- Center for Literacy Studies, University of Tennessee, on southeast Practitioner Dissemination Research Network (PDRN)
- National Institute for Literacy
- Southern LINC
- National Center for Family Literacy, on Family Literacy Training
- National Adult Literacy and Learning Disabilities Center
- Kentucky Educational Television – Literacy LINK

12.3 General Education Provisions Act (GEPA) [Sec. 427]

Individuals with disabilities and limited English-speaking adults will be provided reasonable and appropriate accommodations to allow their full participation in adult education and literacy activities. For example, local providers will have instructional materials available in alternative formats for visually and hearing-impaired students (Braille, large print, audiotapes, sign language interpreters, etc.). Local ESL programs will distribute program brochures in the student’s native language whenever possible. Teachers with special needs, including teachers residing in rural areas, will also be given equal access to training.

12.4 One-Stop Participation

The Commonwealth of Kentucky recognizes the value of the one-stop delivery system, as more than eight years of effort have gone into building Kentucky's current system. These prior implementation efforts, particularly the best practices and lessons learned, have been essential in transitioning the current One-Stop Career Center system toward the one envisioned by the *Workforce Investment Act*. Kentucky Adult Education is fully supportive of this vision, as evidenced by its participation in One-Stop Career Centers through the following activities:

- Kentucky Adult Education is represented on the Kentucky Workforce Investment Board by the president of the Council on Postsecondary Education.
- State adult education staff served on the following WIA Implementation Sub-Committees: Youth, Accountability, One-Stop, Technology and Cost Allocation.
- Workforce Investment Act incentive funds have been used to build and enhance the Commonwealth's One-Stop Career Center system.
- Kentucky Adult Education has Memoranda of Understanding with each of the Commonwealth's 10 Local Workforce Investment Areas.
- Local adult education programs are fully integrated into the functions and operations of the One-Stop Career Centers as described in the aforementioned MOUs.
- Each of the 10 local Workforce Investment Boards includes representation from adult education. In most areas, a local provider fulfills those responsibilities.

Adult education program services are made available through Kentucky's One-Stop Career Center system. Because local flexibility and decision-making (critical elements of the WIA) are recognized in Kentucky's Unified State Plan, participation varies across the Commonwealth. In some areas, Kentucky Adult Education centers are co-located at the One-Stop Career Center. Where co-location is not possible, adult education is present on an itinerant basis and/or electronic referral is possible. In other locations, space limitations dictate that adult education's role include such activities as assessment, counseling, intake and referral services. In many of the Commonwealth's One-Stop Career Centers, adult education providers staff resource rooms to offer critical support and guidance to customers.

Kentucky Adult Education, Department for Employment Services, Department for the Blind, Department of Vocational Rehabilitation and Department for Community-Based Services have joint MOUs with each of the 10 Local Workforce Investment Areas, Local Elected Officials and other local One-Stop partners for the purpose of better serving common customers through an integrated and coordinated service delivery system under the provisions of the Workforce Investment Act of 1998. (See Appendix D.) The MOUs were developed jointly with the Department for Training and ReEmployment under the

auspices of the Cabinet for Workforce Development, the state agency that was responsible for WIA Title I programs.

The scope of these agreements is to provide customers (job seekers, employers and person interested in enhancing their skills) with a universal access point to employment, training and educational services; detailed, useful information about services, training programs and providers; the means to judge the quality of services and make informed decisions about which services meet their individual needs. The MOUs spell out implementation on the local level, including purpose, services, structure of project, operations, funding of costs of services and operations, scope of agreement, method of referrals, confidentiality, cross referral, resource sharing, dispute resolution and cost allocation.

Information concerning adult education program performance, especially as it relates to the core indicators outlined in Chapter 5, will be available to individuals accessing services through the one-stop system.

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